NATIONAL ASSOCIATION FOR STATE COMMUNITY SERVICES PROGRAMS

Virginia: Lessons Learned from the First Year of the CSBG Annual Report Submission

June 17, 2020

NASCSP Team

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Goals

Learning from the FY18 data and understanding what you should look for in the data

Additional data considerations

CSBG Annual Report Update

Next steps and Resources

Changing The Way We Think About Collecting Data

It is important to change the mindset

from

"we collect data for reporting purposes"

to

"we collect data to help manage and support the agency's programs and services and determine if we make a difference in our client's lives and in their communities."

FY18 Data Submission Debrief

- What NASCSP learned…

- What did you learn?

Module 2 Considerations

A.2. CSBG Expenditures Domains	CSBG Funds
A.2a. Employment	
A.2b. Education and Cognitive Development	
A.2c. Income, Infrastructure, and Asset Building	$176,974
A.2d. Housing	$822
A.2e. Health and Social/Behavioral Development *(includes nutrition)*	
A.2f. Civic Engagement and Community Involvement	
A.2g. Services Supporting Multiple Domains	$220,574
A.2h. Linkages *(e.g. partnerships that support multiple domains)*	
A.2i. Agency Capacity Building *(detailed below in Table A.4)*	$2,348
A.2j. Other *(e.g. emergency management/disaster relief)*	
A.2k. Total CSBG Expenditures (auto calculated)	**$400,718**

A.3. Of the CSBG funds reported above, report the total amount used for Administration. For more information on what qualifies as Administration, refer to IM37.	

A.4. Details on Agency Capacity Building Activities Funded by CSBG:

1. Please identify which activities were funded by CSBG under Agency Capacity in Table A.2. Please check all that apply.

☐ Community Needs Assessment ☐ Data Management & Reporting ☐ Other*

☐ Strategic Planning ☐ Training & Technical Assistance

**Below please specify Other Activities funded by CSBG under Agency Capacity:*

Note: previous year's flag, that the majority of funding is in one domain, no admin, and funds in agency capacity, but no detail

Module 2 Considerations

B.2. Hours of Agency Capacity Building (e.g. training, planning, assessment):	Hours
B.2a. Hours of Board Members in capacity building activities	100
B.2b. Hours of Agency Staff in capacity building activities	1921

B.3. Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):	Hours
B.3a. Total number of volunteer hours donated to the agency	319
B.3a.1. Of the above, the total number of volunteer hours donated by individuals with low-incomes	319

Note: previous year's data, the two volunteer hour data points are exactly the same, would also want to check for missing data.

Module 2 Considerations

B.5. Number of organizations, both public and private, that the CSBG Eligible Entity actively works with to expand resources and opportunities in order to achieve family and community outcomes:	Unduplicated Number of Organizations
B.5a. Non-Profit	13
B.5b. Faith Based	6
B.5c. Local Government	4
B.5d. State Government	
B.5e. Federal Government	1
B.5f. For-Profit Business or Corporation	
B.5g. Consortiums/Collaborations	2
B.5h. School Districts	4
B.5i. Institutions of Post-Secondary Education/Training	1
B.5j. Financial/Banking Institutions	1
B.5k. Health Service Organizations	
B.5l. Statewide Associations or Collaborations	

At a minimum, the state CSBG office and state Community Action Association should be partner organizations

Note: previous year's data, the state office and state association should at least be "one".

Outcomes = *Intentional* Change

Outcomes and Indicators

- An **outcome** represents a specific result a program is intended to achieve

- An **indicator** is a specific, observable and measurable that can be used to show changes or progress a program (service, strategy) is making toward achieving a specific **outcome**.
  - There should be at least one indicator for each outcome but there may be several different indicators that all work together to demonstrate the outcome.
  - An indicator helps you follow change over time. It is a way to detect progress or lack of progress toward an outcome.

Characteristics of Indicators

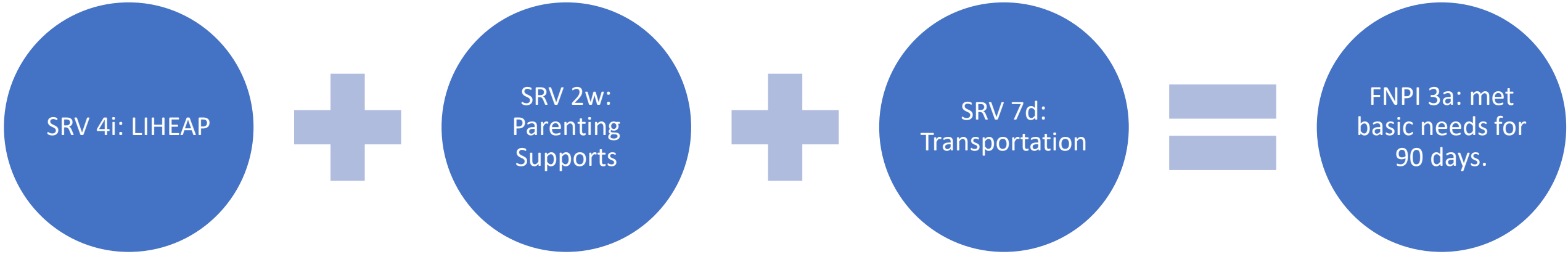
An indicator should be:

- Useful for program management
- Appropriate to the outcome (don't measure height with a thermometer)
- Direct – it measures the outcome as stated
- Relevant and important to the outcome (and larger mission, if applicable)
- Reflects determination about extent of program influence over the outcome (if there is no program influence, it shouldn't be an outcome, and so you shouldn't be measuring it)
- Sensitive to change
- Based on reliable and valid data
- Operational – data collectors understand what data is needed and how to collect it.

Services

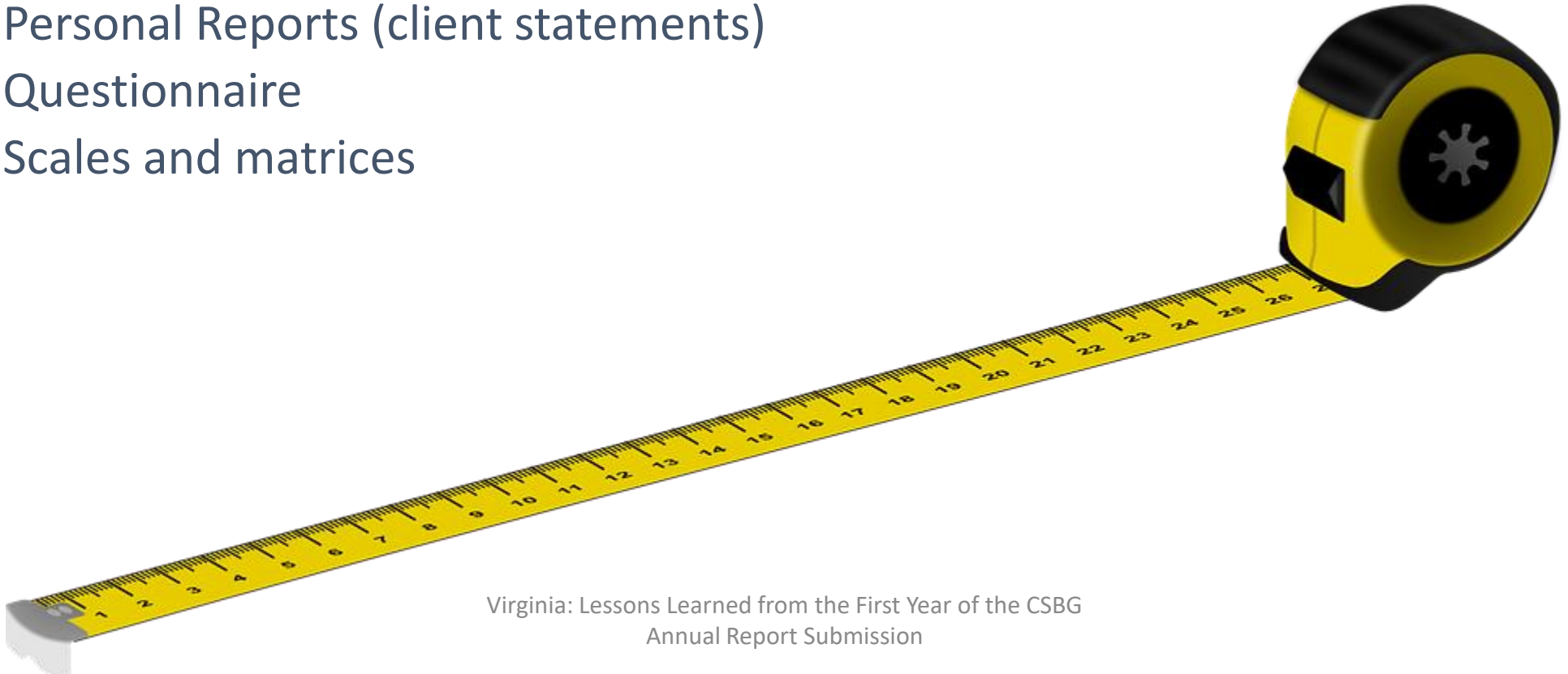
- A service is what the agency does to achieve the outcome.
- The agency must consider how their services will be connected to a specific indicator, so it can be clearly connected to identified needs and outcomes.
- The identification of services are included in the planning process and are implemented by the agency.
- **Not all services will lead to an outcome.**

Services and Outcomes



Measurement Tools

- How will you prove an outcome is achieved? (Measurement Tool)
  - Pre- and post-tests
  - Proof from documents (pay check stubs, bank accounts, report cards, etc.)
  - Personal Reports (client statements)
  - Questionnaire
  - Scales and matrices



Module 4 Considerations

Note: double check missing data or when targets equal actual results.

FNPI2 Education and Cognitive Development

	I.) Number of Participants Served in program(s) (#)	II.) Target(#)	III.) Actual Results (#)	IV.) Percentage Achiving Outcome [III/I = IV] %	V.)Performance Target Accuracy [III/II = V]
FNPI 2b The number of children (0 to 5) who demonstrated skills for school readiness.	69.00	80.00	69.00	100%	86.25%
FNPI 2c The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	118.00	210.00	118.00	100%	56.19%
FNPI 2g The number of individuals who obtained a high school diploma and/or obtained an equivalency certificate or diploma.	2.00	3.00	2.00	100%	66.67%
FNPI 2h The number of individuals who obtained a recognized credential, certificate, or degree relating to the achievement of educational or vocational skills.	12.00	3.00	12.00	100%	400%

Module 4 Considerations

Note: what is the relationship between participants served and services?

Employment (FNPI 1)	I.) Number of Participants Served in program(s) (#)
FNPI 1a The number of unemployed **youth** who obtained employment to gain skills or income.	9
FNPI 1b The number of unemployed **adults** who obtained employment **(up to a living wage)**.	118
FNPI 1c The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(up to a living wage)**.	103
FNPI 1d The number of unemployed **adults** who obtained and maintained employment for at least 180 days	48
FNPI 1e The number of unemployed **adults** who obtained employment **(with a living wage or higher)**.	86
FNPI 1f The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(with a living wage or higher)**.	97
FNPI 1g The number of unemployed **adults** who obtained and maintained employment for at least 180 days **(with a living wage or higher)**.	98

Employment Services (SRV 1)	Unduplicated Number of Individuals Served
Skills Training and Opportunities for Experience (SRV 1a-f)	
SRV 1a Vocational Training	0
SRV 1b On-the-Job and other Work Experience	0
SRV 1c Youth Summer Work Placements	0
SRV 1d Apprenticeship/Internship	2
SRV 1e Self-Employment Skills Training	1
SRV 1f Job Readiness Training	0
Career Counseling (SRV 1g-h)	
SRV 1g Workshops	0
SRV 1h Coaching	0
Job Search (SRV 1i-n)	
SRV 1i Coaching	0
SRV 1j Resume Development	0
SRV 1k Interview Skills Training	0
SRV 1l Job Referrals	0
SRV 1m Job Placements	0
SRV 1n Pre-employment physicals, background checks, etc.	3
Post Employment Supports (SRV 1o-p)	
SRV 1o Coaching	0
SRV 1p Interactions with employers	0
Employment Supplies (SRV 1q)	
SRV 1q Employment Supplies	10

Module 4 Considerations

Note: some of these indicators are specific to children 0-5, compare the number served and obtaining outcome to the services and demographics.

Education and Cognitive Development (FNPI 2)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)
FNPI 2a The number of **children** (0 to 5) who demonstrated improved emergent literacy skills.	0	50	5000
FNPI 2b The number of **children** (0 to 5) who demonstrated skills for school readiness.	0	50	4783
FNPI 2c The number of **children** and **youth** who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	0	50	4394
FNPI 2c.1 Early Childhood Education (ages 0-5)	0	50	4394
FNPI 2c.2 1st grade-8th grade	0	0	0
FNPI 2c.3 9th grade-12th grade	0	0	0

Module 4 Considerations

Education and Cognitive Development Services (SRV 2)	Unduplicated Number of Individuals Served
Child/Young Adult Education Programs (SRV 2a-j)	
SRV 2a Early Head Start	0
SRV 2b Head Start	0
SRV 2c Other Early-Childhood (0-5 yr. old) Education	0
SRV 2d K-12 Education	0
SRV 2e K-12 Support Services	0
SRV 2f Financial Literacy Education	0
SRV 2g Literacy/English Language Education	0
SRV 2h College-Readiness Preparation/Support	0
SRV 2i Other Post Secondary Preparation	0
SRV 2j Other Post Secondary Support	0

2. Age	Number of Individuals
a. 0-5	597
b. 6-13	847
c. 14-17	625
d. 18-24	640
e. 25-44	1603
f. 45-54	824
g. 55-59	910
h. 60-64	446
i. 65-74	273
j. 75+	124
k. Unknown/not reported	0
l. **TOTAL (auto calculated)**	6889

Note: the FNPIs showed 5,000 children 0-5 in Head Start indicators, but we aren't seeing Head Start services and very few children 0-5 in the demographics.

Note: FNPI 5b "improved physical health and well being" matches the number of food boxes in SRV 5jj and the seniors in FNPI 5f exceed those over 65 in the demographics.

Health and Social/Behavioral Development (FNPI 5)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)
FNPI 5a The number of individuals who demonstrated **increased nutrition skills** (e.g. cooking, shopping, and growing food).	60	10	60
FNPI 5b The number of individuals who demonstrated **improved physical health** and well-being.	469	469	469
FNPI 5c The number of individuals who demonstrated **improved mental and behavioral health and well-being**.	1	0	1
FNPI 5d The number of individuals who **improved skills** related to the adult role of parents/ caregivers.	0	0	0
FNPI 5e The number of parents/caregivers who **demonstrated increased sensitivity and responsiveness** in their interactions with their children.	4	2	4
FNPI 5f The number of **seniors (65+)** who maintained an independent living situation.	605	500	450
FNPI 5g The number of **individuals with disabilities** who maintained an independent living situation.	0	0	0
FNPI 5h The number of **individuals with chronic illness** who maintained an independent living situation.	0	0	0
FNPI 5i The number of individuals with **no recidivating event** for six months.	0	0	0
FNPI 5i.1 Youth (ages 14-17)	0	0	0
FNPI 5i.2 Adults (ages 18+)	0	0	0

2. Age	Number of Individuals
a. 0-5	503
b. 6-13	765
c. 14-17	287
d. 18-24	217
e. 25-44	749
f. 45-54	360
g. 55-59	239
h. 60-64	201
i. 65-74	225
j. 75+	201
k. Unknown/not reported	0
l. **TOTAL (auto calculated)**	3747

Nutrition and Food/Meals (SRV 5ff-jj)	
SRV 5ff Skills Classes (Gardening, Cooking, Nutrition)	81
SRV 5gg Community Gardening Activities	0
SRV 5hh Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	0
SRV 5ii Prepared Meals	0
SRV 5jj Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	469

Module 4 Considerations

Note:

- All subtotals should add up to the totals in Item A or Item B.
- Military Status and Work Status should only add up to individuals age 18+

A. Total unduplicated number of all INDIVIDUALS about whom one or more characteristics were obtained:	11,195
B. Total unduplicated number of all HOUSEHOLDS about whom one or more characteristics were obtained:	5164

C. INDIVIDUAL LEVEL CHARACTERISTICS

1. Gender	Number of Individuals
a. Male	4258
b. Female	6113
c. Other	822
d. Unknown/not reported	0
e. TOTAL (auto calculated)	11193

Section C.1 Status

ERROR: TOTAL COUNT SHOULD NOT BE LESS THAN THE TOTAL UNDUPLICATED NUMBER OF ALL INDIVIDUALS (ITEM A)

2. Age	Number of Individuals
a. 0-5	3496
b. 6-13	1783
c. 14-17	734
d. 18-24	666
e. 25-44	2105
f. 45-54	381
g. 55-59	185
h. 60-64	148
i. 65-74	284
j. 75+	168
k. Unknown/not reported	1245
l. TOTAL (auto calculated)	11195

Section C.2 Status

3. Education Levels	Number of Individuals	
	[ages 14-24]	[ages 25+]
a. Grades 0-8	4208	1071

6. Ethnicity/Race	Number of Individuals
a. Ethnicity	
a.1. Hispanic, Latino or Spanish Origins	3930
a.2. Not Hispanic, Latino or Spanish Origins	4147
a.3. Unknown/not reported	3118
a.4. TOTAL (auto calculated)	11195

Section C.6a Status

b. Race	
b.1. American Indian or Alaska Native	5
b.2. Asian	14
b.3. Black or African American	3198
b.4. Native Hawaiian and Other Pacific Islander	5
b.5. White	6122
b.6. Other	643
b.7. Multi-race (two or more of the above)	191
b.8. Unknown/not reported	1017
b.9. TOTAL (auto calculated)	11195

Section C.6b Status

7. Military Status	Number of Individuals
a. Veteran	26
b. Active Military	1
c. Unknown/not reported	11168
d. TOTAL (auto calculated)	11195

Unduplicated Count

Unduplicated Count

An actual count of individuals, families, households, or otherwise identified units whereby each individual, family, household or other unit is only counted one time. For example, if a person enters an agency and receives seven different services, an unduplicated count would record one person, not seven services. In order to obtain unduplicated counts of individuals, an agency will need to have a system to distinguish each individual.

Related Modules: Module 3, Module 4
Also See: Outcomes Across Multiple Domains

Unduplicated Counts

Check to ensure each FNPI, SRV, and the All Characteristics is an unduplicated count.

The totals in the All Characteristics should be compared to the agency's population and the population of who is in poverty in that community.

The number is likely duplicated if the total served in the All Characteristics exceeds the total population in poverty or the total population.

Goal 1: Individuals and Families with low incomes are stable and achieve economic security.

Outcomes Across Multiple Domains

Name of CSBG Eligible Entity Reporting: _____

Outcomes Across Multiple Domains (FNPI 7)	**I.) Number of Participants Served** in program(s) (#)	**II.) Target (#)**	**III.) Actual Results (#)**	**IV.) Percentage Achieving Outcome** [III/ I = IV] (% auto calculated)	**V.) Performance Target Accuracy** (III/II = V] (% auto calculated)
FNPI 7a The number of individuals who achieved one or more outcomes as identified by the National Performance Indicators in various domains.				#DIV/0!	#DIV/0!

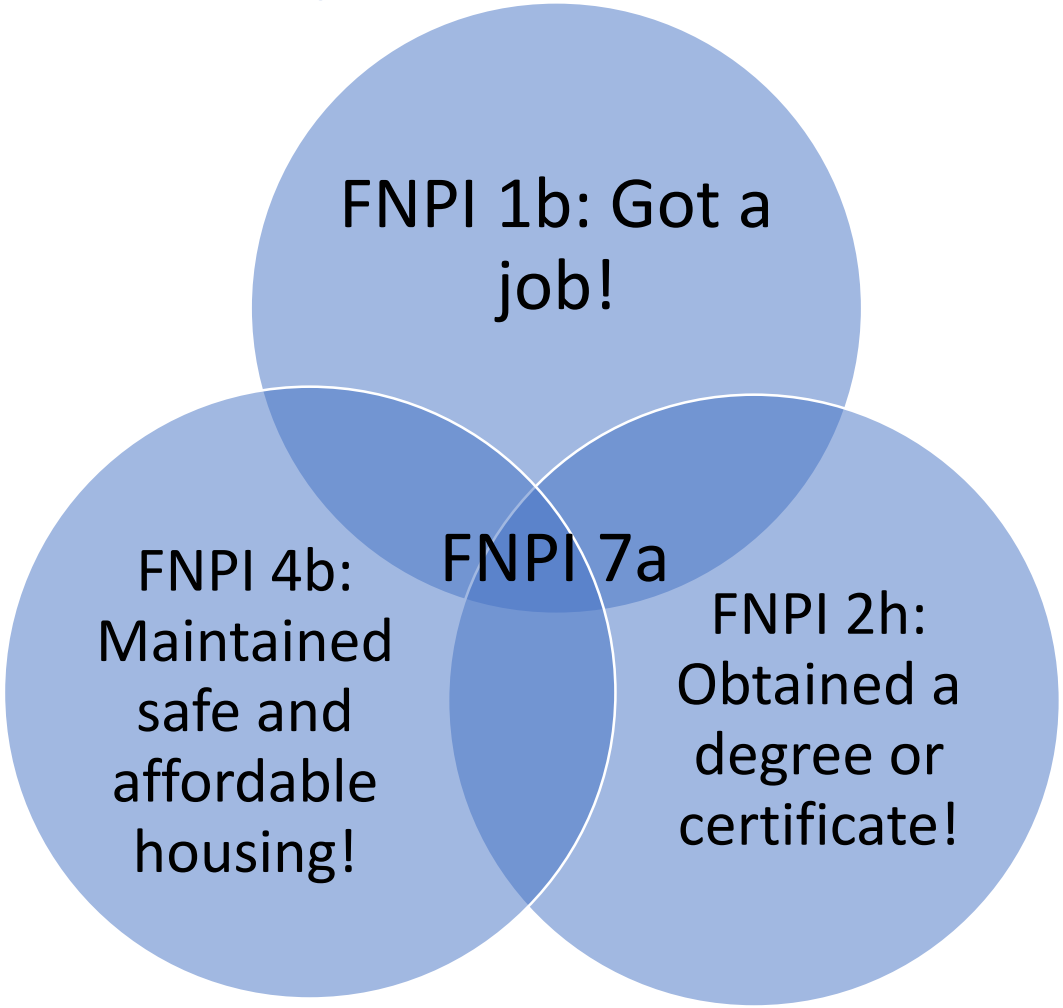
Other Outcome Indicator (FNPI 7z)	**I.) Number of Participants Served** in program(s) (#)	**II.) Target (#)**	**III.) Actual Results (#)**	**IV.) Percentage Achieving Outcome** [III/ I = IV] (% auto calculated)	**V.) Performance Target Accuracy** (III/II = V] (% auto calculated)
FNPI 7z.1 The number of individuals or households _____.				#DIV/0!	#DIV/0!

Q: Do the individuals who are counted in the Outcomes Across Multiple Domains category also get counted in the specific domains?

A: Yes, these outcomes would still be reported in the indicators under other domains in Section A.

FNPI 7a: How to Report

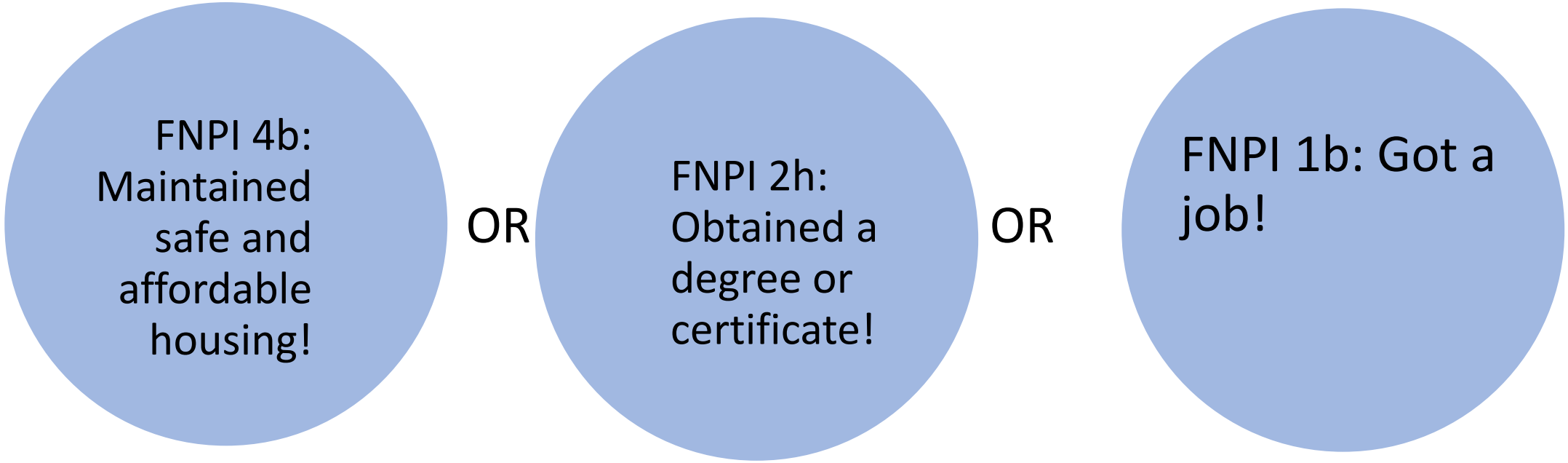
The customer….



The customer is reported in each FNPI **AND** reported once in FNPI 7a.

FNPI 7a: How to Report

The customer is also reported in FNPI 7a if they only obtained one of any of these indicators:



Note: The unduplicated count of individuals should at least be as high as the highest number reported for an NPI.

Education and Cognitive Development (FNPI 2)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V] (% auto calculated)	NPI Entry Status
FNPI 2a The number of **children** (0 to 5) who demonstrated improved emergent literacy skills.	972	518	972	100%	188%	
FNPI 2b The number of **children** (0 to 5) who demonstrated skills for school readiness.	1375	1025	1229	89%	120%	
FNPI 2c The number of **children** and **youth** who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	972	518	972	100%	188%	
FNPI 2c.1 Early Childhood Education (ages 0-5)	972	518	972	100%	188%	

Outcomes Across Multiple Domains (FNPI 7)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V] (% auto calculated)	NPI Entry Status
FNPI 7a The number of individuals who achieved one or more outcomes as identified by the National Performance Indicators in various domains.	345	90	342	99%	380%	

How am I supposed to review this data?

- Module by Module for completeness and accuracy
- Use NASCSP's checklists
- Go beyond what the SmartForm tells you
  - Compare services to outcomes
  - Outcomes and services to demographics
  - Reported demographics to Census data
    - Total number of people who live in poverty to who was served
    - Total number of people who live in the service area to who was served

CSBG Dear Colleague 2020-14 Community-Level Transformation (Module 3) Guidance

Published: February 21, 2020

Audience: Community Services Block Grants (CSBG)
Category: Guidance, Policies, Procedures, Dear Colleague Notices

SHARE

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Dear Colleagues,

Introduction

This guidance provides the following:

1. Information about an additional Quality Assurance Year for Module 3;
2. Operational definition of Community-Level Transformations[1] in the Community Services Block Grant (CSBG); and
3. Phases of Community-Level Transformations and when to submit Module 3 of the CSBG Annual Report based these phases.

Additional Quality Assurance Year

Efforts to address community conditions that contribute to the cycle of poverty have been a key expectation for Community Action Agencies for over 50 years starting with the original Economic Opportunity Act of 1964[2]. Beginning in 2012, as part of its development of a new comprehensive Performance Management Framework for CSBG, OCS began work to create new tools and methodologies for documenting the activities and results of community-level transformations.

Updated Community Level Work Definition

A **community-level transformation** is a project designed to create measurable community-wide improvement affecting one or more cause or condition of poverty within a defined geographic area.

The project has clearly defined and measurable goals and one or more strategic activities designed to achieve that goal.

The CSBG eligible entity must be an active participant with a clearly defined role that complements those of any other organizational partners with the necessary expertise and capacity to affect change in community conditions.

Phases of Community-Level Transformations and When to Submit

- Formative Phase
- Formal Planning Phase
- Active Implementation Phase
- Maturity Phase

Formative Phase

- Early stages of development
- May include more community needs assessment work
  - Focus groups, consensus-building meetings, “brainstorming” work with multiple organizational stakeholders to
- Identify issues and discuss solution
- Early planning meetings
- Identify potential collaborative activities.

Formal Planning Phase

- The eligible entity is actively engaged (either in a leadership or clearly-identified supportive role) in a community-level planning effort in which there is
  - General agreement upon one or more causes or conditions of poverty in the community
  - A commitment by the eligible entity and any partners to identify and implement strategies to address the identified issues.
- Initial resources to support the planning effort have been identified and at minimum have committed necessary staff time for the planning and design of new community-level solutions.

Formal Planning Phase

- In this phase an eligible entity **may** develop a draft Module 3 submission and may consult with other community stakeholders, the state, and seek technical assistance in identifying potential community-level strategies and applicable performance measures.

- Mid-course adjustments or changes in performance management information may occur.

Active Implementation Phase

- The eligible entity and any organizational partners have launched necessary working groups,
- Developed a formal plan of action with an ultimate goal,
- Established shared metrics (indicators, measurements, and a shared approach to collecting and analyzing performance data).
- There is an initial commitment of resources, identification of organizational roles, and at least one agreed-upon strategy for accomplishing common goals.
- The eligible entity is an active participant and has a clear role in implementation efforts.

Maturity Phase

- A successfully implemented a community-level strategy,
  - The **initial or ultimate goal(s) has been accomplished** and the ongoing effort is focused on sustaining outcomes.

*For example, an effort to address a shortage of affordable housing may have reached its initial goal(s) of creation of a specified number of affordable housing units or a job creation effort may have successfully created new employment opportunities.

1. Initiative Name	Food Access for All
2. Initiative Year	1
3. Problem Identification	Since 2013 our community needs assessment has identified XXX City as being a food desert. The USDA defines a food desert as 33% of a census tract's population living more than a mile from a supermarket (in a city) and more than 10 miles (in a rural area). In XXX City, the USDA Food Desert Map identified that 50% of our residents live a mile or more from a grocery store. In one neighborhood in particular, we learned from the transportation department that there is no active bus route to take residents to a grocery store. Because this neighbood is over a mile from the nearest grocery store, it makes it challenging, if not impossible, for elderly, disabled, and families with young children to walk or ride a bike to the store and carry food and essentials home. This neighborhood is where 60% of our low-income residents live. Of these residents, 40% are eligible and/or already receiving SNAP, however they have no where to purchase their food. Through qualitative survey data, we learned that residents rely on friends or family who have vehicles to drive them tot eh grocery store. Many stated that they pile into an overloaded car and make the trip once a week. Some respondents stated that they would run out of food before the week was over. Our survey data also showed that some people would splurge and instead of paying a bill, would pay a cab to take them to and from the grocery store meaning additional sacrifice for that family. We have convened a group of concerned citizens, City offices, the County, a State Department and raised funds from a number of donors and are planning to build a grocery store by 2022. We have identified a vacant lot that is located within the core of this neighborhood and plan to begin development in 2020.

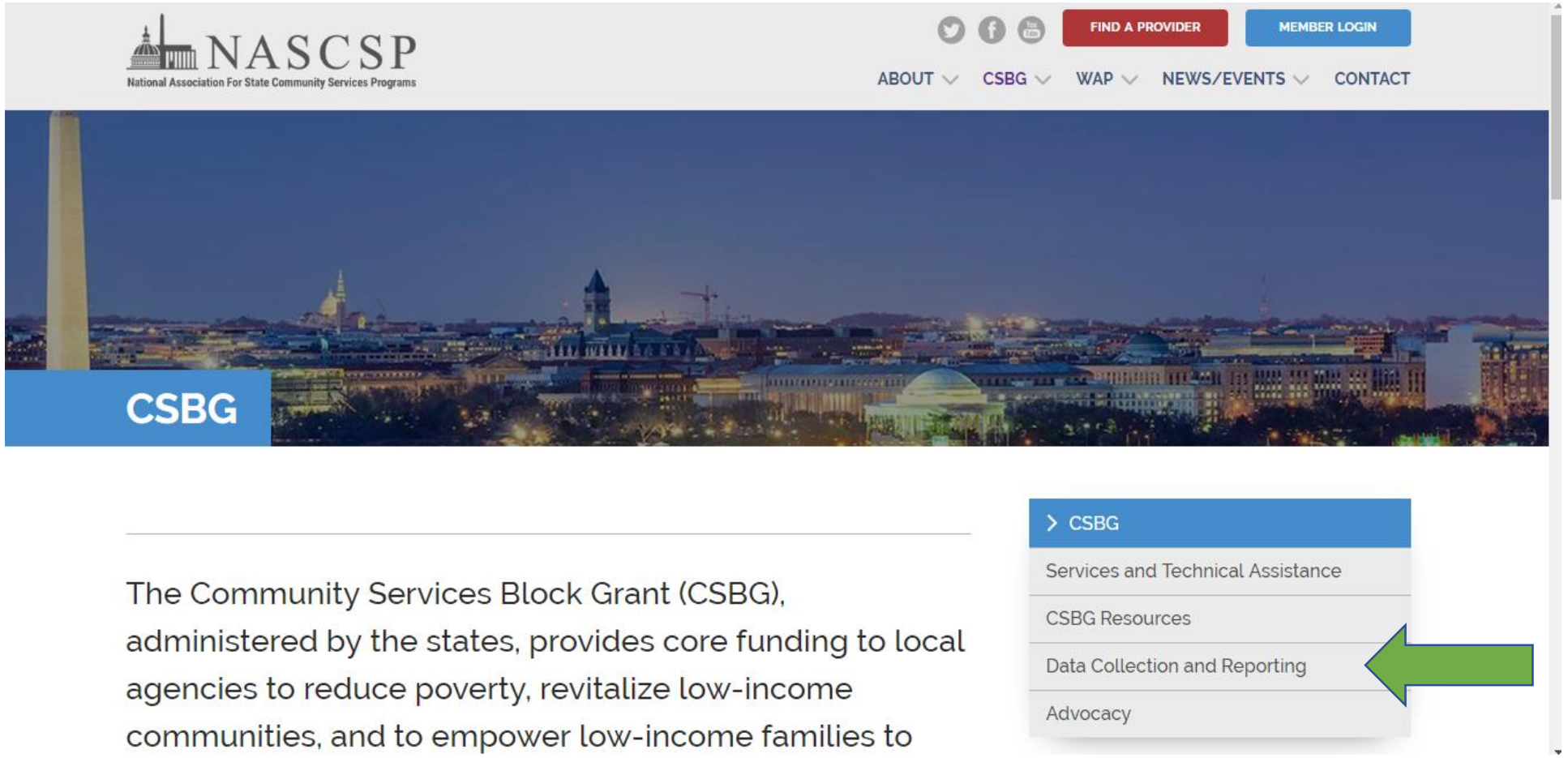
4. Goal/Agenda	By 2022 we plan to have developed a new grocery store in XXX City. In FY18, the partners and CAA identified a vacant lot where the grocery store will be built. In FY19 the City will identify a grocery chain who is willing to establish itself in this city. In FY20, it is planned for construction to begin. Doors are planned to be open in 2022.
5. Issue/CSBG Community Domains	Infrastructure and Asset Building
6. Ultimate Expected Outcome	CNPI 3a.1 Number of new and accessible assets/resources created in the community

7. Identified Community	City
8. Expected Duration	4 years
9. Partnership Type	CAA is one of multiple active investors and partners
10. Partners	Current partners: XXXX City and County, XXXX Bank, a primary banking institution, and XXXXX, a mission driven philanthropic organization willing to donate funds to leverage the building of the new store for the selected grocery chain. The city is actively engaged in identifying a grocer willing to locate a new store to our community. The CAA is involved in convening these groups to the table and being a voice for the low income in the community.
11. Strategy(ies)	STR 5c: Grocery Store Development
12. Progress on Outcomes/Indicators	No Outcomes to Report

13. Impact of Outcomes	This is year one of a four year project. There are no outcomes to report. We anticipate reporting outcomes and impact in year two.
14. Outcomes/Indicators to Report	1 grocery store is targeted.
15. Final Status	Initiative Active
16. Lessons Learned	We have been working to gather partners and learned that XXX, the philanthropic organization that is dedicated to end food deserts was a likely partner. They are interested in investing in the community and care deeply about where people with low-incomes are going to obtain their food. We also learned that finding a location for the projects was more challenging than expect due to land costs. Luckily, we identified a bank that was willing to provide financing once we located the property.

Tools and Resources

www.nascsp.org



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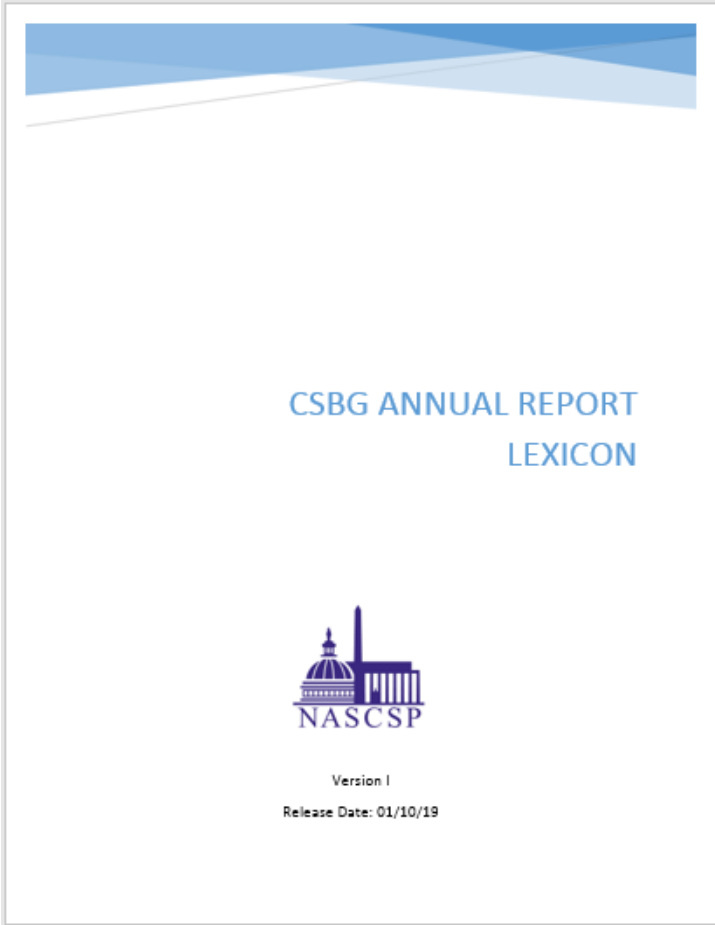
CSBG Annual Report Lexicon



Financial Well-Being

A state of being wherein you: have control over day-to-day and month-to-month finances; have the capacity to absorb a financial shock; are on track to meet your financial goals; and have the financial freedom to make the choices that allow you to enjoy life[20] (*Source: Consumer Financial Protection Bureau).*

Related Modules: Module 4
Also See: Income and Asset Building Services (SRV 3)

Head Start

Head Start promotes school readiness of children under 5 from low-income families through education, health, social and other services[21] (*Source: Office of Head Start)*. Head Start is funded by the U.S. HHS.

Related Modules: Module 2, Module 3, Module 4
Also See: Early Head Start

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[19] https://www.senate.gov/reference/glossary_term/fiscal_year.htm
[20] https://files.consumerfinance.gov/f/201501_cfpb_report_financial-well-being.pdf
[21] https://www.acf.hhs.gov/ohs

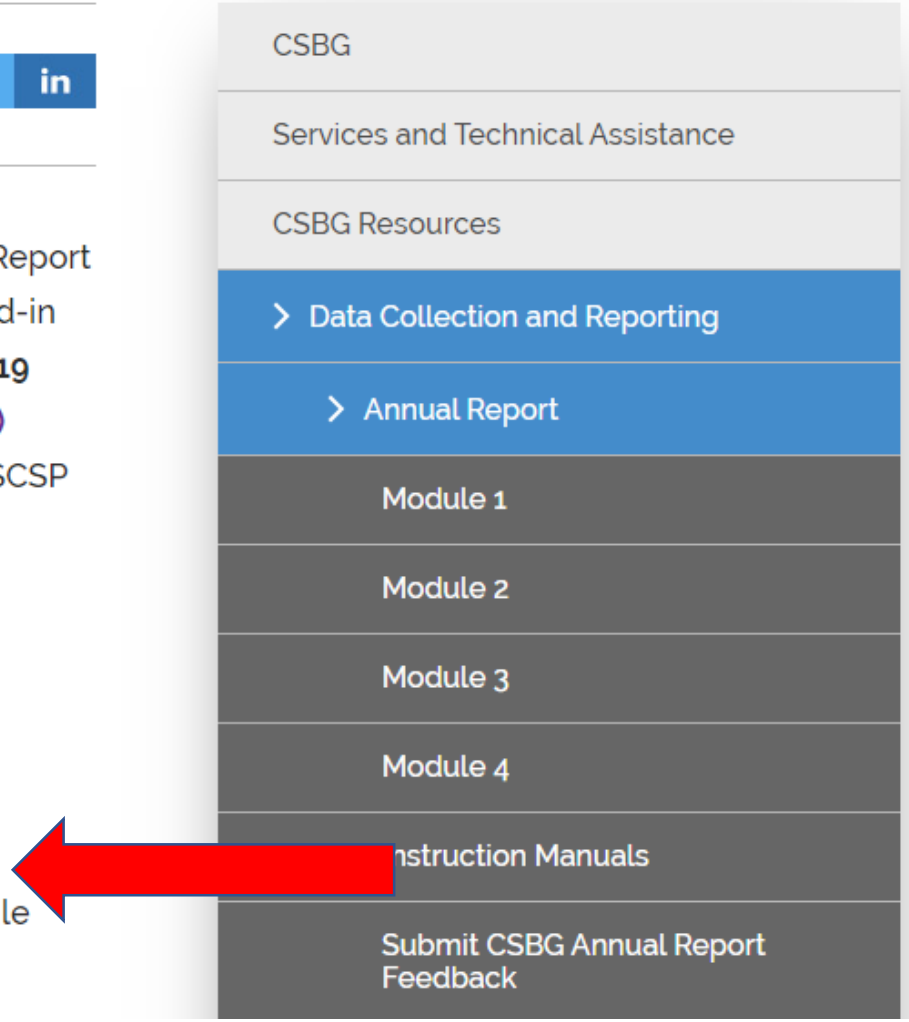
Annual Report

The Office of Community Services (OCS) received OMB approval for a new CSBG Annual Report on January 12, 2017. The new CSBG Annual Report is being implemented through a phased-in approach over two years, with the first full reporting of the Annual Report due **April 30, 2019** ***(See Dear Colleague Letter)***. Please consult this list of **Frequently Asked Questions (FAQs)** about the CSBG Annual Report. You can submit general feedback about the report to NASCSP **here**.

(NEW) OMB Clearance of the CSBG Annual Report

- **Brief: OMB Clearance of the CSBG Annual Report**
  - **OMB Clearance FAQ**

(NEW) Module 2-4 Review Checklist: State Offices should assess the completeness and reasonableness of the data to ensure accuracy. This is a **checklist** of thing to consider while reviewing the data.



Modules 2 & 4 Review Checklist

For the new CSBG Annual Report this **is a baseline year**, however, it is our responsibility to ensure what we are reporting is **correct and accurate.** State Offices should assess the **completeness** and **reasonableness** of the data to ensure accuracy. This is a checklist of thing to consider while reviewing the data. We understand that this may not be exhaustive, but it is a place to start. We also understand that we are working on an accelerated timeline for reporting where not all these questions may be able to be answered, as such we've organized this document for two phases of review: *basic* and *more in depth*.

Completeness of data:

- ☐ Did the agency complete the forms (Module 2 & Module 4)?
- ☐ Are local CSBG expenditures reported (Module 2, Section A)?
- ☐ Is the local agency capacity form completed (Module 2, Section B)?
- ☐ Are the local CSBG resources reported (Module 2, Section C)?
- ☐ Are any FNPIs reported (Module 4, Section A)?
- ☐ Are any services reported (Module 4, Section B)?
- ☐ Is the demographics form completed (Module 4, Section C)?

Reasonableness of the data:

Module 2:

Section A (Local CSBG Expenditures):

- ☐ Has a reporting period been selected in A.1?
- ☐ Any significant changes from the previous year?
- ☐ Are all expenditures reported in Section A only in one domain?
- ☐ Is there a significant increase or decrease in previous year total (A.2k.)?
- ☐ Does A.3 (administration) exceed 20% of total?
- ☐ If there is an amount in A.2i (agency capacity building) is A.4 completed?
- ☐ In A.4, if other is selected, is A.4.1.oth completed?
- ☐ Any outstanding Error and Warning messages that need follow-up with the state?

Section B (Local Agency Capacity):

- ☐ Any significant changes from the previous year?
- ☐ If there is data in B.4g (Home Energy Professionals), is outcome data reported in FNPI 4g.1-4. or 4h (weatherization outcome indicators)?
- ☐ Any outstanding Error and Warning messages that need follow-up with the state?

Section C (Local CSBG Resources):

- ☐ Has C.2 (CSBG allocation), significantly increased or decreased from the previous year?
- ☐ Are there significant changes in any one funding source?
- ☐ If funds were entered for the "Other" (C.3b.12., C.3l., C.4n.) were proper names provided and where CFDA #'s (for C.3b.12 and C.3l.) included?
- ☐ Any outstanding Error and Warning messages that need follow-up with the state?

Module 4:

Section A (FNPIs):

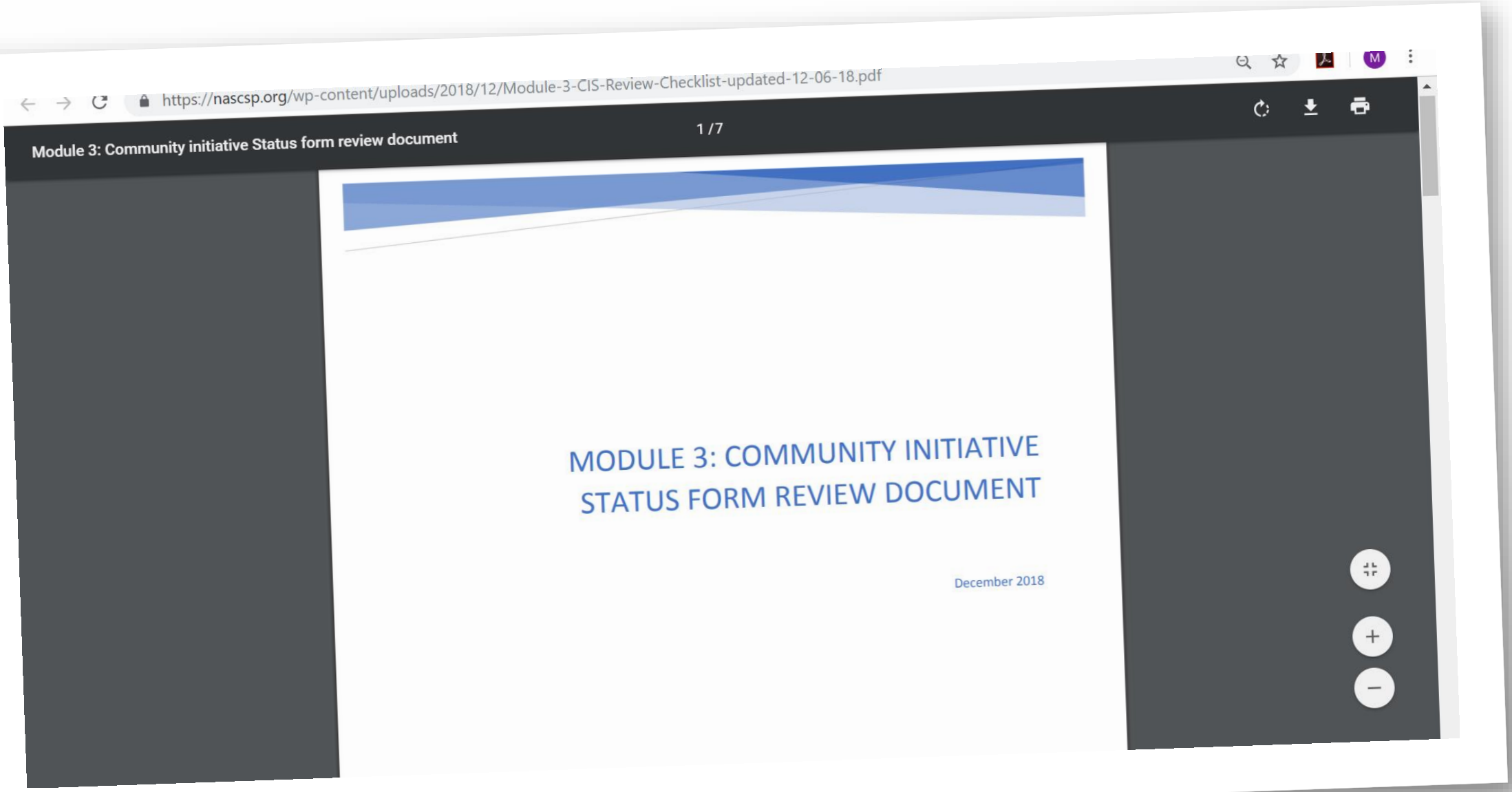
- ☐ Do the indicators have targets?
- ☐ Are column IV or V percentages within 80%-120%?
- ☐ Are more people reported to have obtained any specific outcome in the FNPIs than total people served in the demographics?
- ☐ If the indicators that are specific to seniors have data, are seniors reported in the Demographics? What about for youth reported in youth indicators?
- ☐ How are the services numbers related to the indicators?
  - ☐ Are the numbers reported in services somewhat similar to what might be showing in # served in the Employment NPIs?
    - If they are way off, it could warrant a question to the agency.
- ☐ If data is in an "Other" Indicator, is an indicator listed?
- ☐ Is Column III larger than Column I for a given row?

Employment:

- ☐ Are FNPI 1h.1 – 1h.3 subsets of FNPI 1h?
- ☐ Is there a definition of living wage?

Income:

DRAFT


https://nascsp.org/wp-content/uploads/2018/12/Module-3-CIS-Review-Checklist-updated-12-06-18.pdf
Module 3: Community initiative Status form review document
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MODULE 3: COMMUNITY INITIATIVE STATUS FORM REVIEW DOCUMENT
December 2018

Education and Cognitive Development Indicator Instructions *(Counts of Change)*

Examples, Definitions, and Notes

CNPI 2a: **Number of accessible and affordable early childhood or pre-school education assets or resources added to the identified community.**	**I.) Identified Community** (auto-populated)	**II.) Target** (#)	**III.) Actual Results** (#)	**IV.) Performance target accuracy** (% auto calculated)
	This field will be auto-populated with information from Section I.	Enter the number of accessible and affordable early childhood or preschool education assets/ resources that the initiative **targeted for addition** in the identified community for the reporting period.	Enter the number of accessible and affordable early childhood or preschool education assets/ resources that the initiative **actually added** in the identified community during the reporting period.	This field will be auto-calculated.
Example	A CAA implemented a community-wide initiative to increase the number of early childhood centers that offer educational activities (via approved programs or curricula). • The **target** was to add 30 new educational programs at child care centers across their identified community (Column II). • The **actual** number of new educational programs adopted by child care centers in the identified community was 20 (Column III).			
Definition, Notes	• An **accessible and affordable early childhood or preschool education asset or resource** is the creation of a new location for preschool education or the addition of educational activities to an already existing child care center that did not offer educational activities. • Report only resources or assets that were added to the community as a direct result of the initiative. • Do not report participation in early childhood or preschool education among program participants *(these will be reported in Module 4).*			

A Reminder on Completing Module 3

Agencies should only complete Module 3 if they are doing community level work.

See OCS's Dear Colleague Letter and the Instruction Manual for more information.

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Collecting, Storing, Analyzing, and Using Data FAQ's

Key Points-

- Elements of necessary data collection are found **throughout the ROMA cycle.**
- Data and information can be translated into knowledge to **increase capacity** and improve **an agency's success** at reaching its intended results.
- Data analysis can be both proactive and retroactive. It is used in predicting future trends and explaining past trends.

What is "data"?

➔ Data is facts that are observed, measured, collected, and aggregated.

How can data be used?

➔ Data can be examined to become information. This helps inform decision making in any sector of work. For instance, it is important to identify the population we serve, study trends, find patterns, predict future trends, and understand underlying factors of causal relationships.

➔ Analyzing data helps us go beyond just what is obvious, to fully understand what is not necessarily noticed right away.

What does it mean to have quality data collection?

➔ It is complete. There is no information missing from the data.

➔ It is accurate. There are no typos in the reporting of the data and all of the information is correct.

➔ It is timely. The data was collected on time, on a regular basis, and/or is recent enough to be pertinent.

➔ It is reliable. The data collected is meaningful to the topic, it is collected in the same way every time, and the people involved in collecting data understand what they are responsible for collecting.

Where should I store my data?

➔ Data needs to be stored in a safe and accessible environment. It should be backed up regularly and have adequate security measures in place to protect the information.

➔ People need to be trained on accessing the data and internal policies should govern storage procedures.

What do I do before I analyze my data?

➔ Before analyzing data, it needs to be organized.

➔ Identify what it is you are looking for. Having a goal in mind before analyzing data will help the process of finding the information that is useful in your decision making. Goal setting narrows down where to look to find the data.

➔ Organize the data to depict relationships among different components or show pathways of information, materials, money, personnel, etc.

- They may include geographical representations or other kinds of graphing or using tools such as maps to help visualize relationships between data points.

Questions?

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